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ABSTRACT

A total of 107 students from a comprehensive vocational facility, a community college, and high school day and night classes participated in a 6-week pilot project to test curriculum materials and implement an instructional method consisting of nine audiovisual instructional packets on management supplemented by correspondence with a master teacher. Reactions obtained through interviews with the teachers and questionnaires administered to the students revealed that the teachers found the materials interesting, helpful, and most successful when used by small groups. About 30 percent of the students reported new knowledge about fixed and flexible expenses, budgeting, opportunity cost, work simplification, impulse buying, and interrelated expenses, while 26 percent reported new knowledge about human resources, goals, and values and 20 percent about standards and levels of living. It was recommended that the materials be used in other types of educational centers, continuous correspondence between master teacher and students be encouraged, and additional units incorporating on-the-job management tasks be created. Several project materials are appended. (SB)

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
CAREER EDUCATION BRANCH

Final Report
Project Number: 67

PILOT PATTERN FOR HOME MANAGEMENT INSTRUCTION IN AREA VOCATIONAL SCHOOL CURRICULA BASED ON PROBLEMS OF YOUNG HOMEMAKERS EMPLOYED FULL-TIME IN CLERICAL AND SALES OCCUPATIONS

(Continuation of No. 28 and 51)

Home Economics Education Department

COLLEGE OF HOME ECONOMICS
Iowa State University
Ames, Iowa

VT012544

June 30, 1970

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF PUBLIC INSTRUCTION
CAREER EDUCATION BRANCH

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Final Report
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(Continuation of No. 28 and 51)

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COLLEGE OF HOME ECONOMICS
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Date completed: June 30, 1970

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FINAL REPORT

PROJECT NUMBER: 67 (RCU)

Type of project: Developmental pilot project

Project title: Pilot Pattern for Home Management Instruction in Area Vocational School Curricula Based on Problems of Young Homemakers Employed Full-time in Clerical and Sales Occupations (Continuation of No. 28 and 51)

Date completed: June 30, 1970

Problem area: Project 67 was the third phase of a long-range project to develop curriculum content and materials focused on home management and to test the materials in pilot schools. The increased number of young women in the labor force seemed to warrant some consideration of their preparation for the dual role of homemaker-wage earner. Census data indicate that the largest number of women workers are in clerical occupations and the prediction is that this trend is likely to continue. Two years are required to complete certain curricula in office and business education. For some business career preparation, sufficient course work can be completed within one year and enough skill for other entry level jobs may require less time. Such time limits leave little opportunity for courses which acquaint students with management principles that aid women who must assume the dual role of homemaker-wage earner. Each year young business education students marry and begin full-time employment before or immediately following graduation.

Some potential dual role employees are enrolled in Iowa area vocational schools and junior colleges. Many of the students who prepare for clerical jobs have had little, if any, previous instruction focused on basic home management concepts and the application of these concepts to management on the job. Too many young women seem to bring to their wage-earning occupation and to their homemaking situation little knowledge of management which they might have gained through previous practical experience. In Iowa area vocational schools few professional home economists have been employed. If students enrolled in these schools are to gain home management instruction to supplement the business education offerings, a method other than conventional class room teaching may be a solution. Such situations in addition to observations of inexperienced office employees over a long period of years prompted this project.

Foregoing work: Phase One of the long-range project was a survey to identify time and money management problems realized by young married homemakers employed full-time in clerical and sales occupations. The survey was followed by approximately two years of creative work. That period was devoted to developing an innovative method and appropriate curriculum materials to teach basic management concepts that are applicable to both the home and on-the-job tasks. Therefore, Phase Two of this project yielded a unit of nine audio-visual self-instructional packets of materials and tentative judging devices. Time and money management problems included in the audio-visual instructional materials were the kinds of problems that at least one-third of the 250 young full-time employed homemakers had reported in the survey as ones with which they had encountered some difficulty.

Phase Three objectives: To test the newly created curriculum materials and implement the hybrid instructional method on a pilot basis was the original plan for Phase Three of this developmental project. The hybrid method involved using the audio-visual instructional packets supplemented by correspondence by correspondence with a "master teacher" who would be a person qualified to teach the basic concepts of home management and to aid the students in thinking about how to apply these to their present home and employment situations. Types of schools or educational centers in which the pilot demonstration would take place were determined and some tentative arrangements were made as part of the previous phase of the project. The specific objectives for the third phase of the long-range project were to:

- introduce into four types of educational centers, a home management audio-visual unit which incorporates certain self-instructional and delayed feedback features
- discover deterrents and their effects on the use of these instructional materials and method
- obtain opinions of students, business education teachers and the correspondence teacher about further development of similar instructional materials
- determine the potential part-time home management instructors available in Iowa who may be interested in employment as correspondence teachers.

Student Participants: The title of the total audio-visual unit is HOW WILL YOU MANAGE? Nine packets of instructional materials are in this unit. Each packet includes either a filmstrip or film loop, answer sheets, tape recorded commentary and instructions and reactor sheets for students to judge the appropriateness of these materials. The title of each packet indicates the emphasis or management concept to be explored by the student. These titles and the objectives of each packet are described on the yellow sheet in the appendices of this summary report.

Four groups of students participated in the pilot demonstration use of the newly created audio-visual unit. The original plan for this phase of the long-range project was to include 80 persons, approximately 20 in each group. One group of adult volunteer learners who attend events conducted at the Southwest Iowa Learning Resources Center were included in the original plan. However, delay in film production interfered with the schedule and the original plan for including volunteer learners was changed. Nevertheless, four groups of students--a total of 107--did participate in the pilot demonstration of the hybrid instructional method. These students used the home management audio-visual materials and corresponded with an instructor at Iowa State University who was designated as the "master teacher" for this demonstration.

One group of students was in the Des Moines Comprehensive Vocational Facility, a manpower training center for disadvantaged persons. This center was chosen because the business education courses are offered in an environment which is an adaptation of the nongraded concept. This means that the length of the course may depend somewhat upon the ability of the learner to master the skills involved in the type of office occupation in which he will seek employment. Another group was students in the North Iowa Community College, Mason City, taking instructions geared to clerical skills and procedures for office occupations. The third group was students enrolled in night school classes in family living and this group was substituted for the

original volunteer adult learners. This group was enrolled in the Mason City High School night school curricula. The first plan included 12th grade regular high school students in office and business education courses. At the time this long-range project was planned, flexible-scheduling was a rather undeveloped pattern of school organization in Iowa. It was known that curriculum materials are desired for independent projects in several locations where experimentation in modular-flexible scheduling is in progress. It seemed appropriate to make contact with the Mason City High School where experimentation with this theory was in progress. It is common for many seniors to look toward marriage and some to marry during their senior year in high school. The home management self-instructional unit with delayed feedback from a master teacher seemed appropriate for pilot use with business education students in this situation. However, the home economics teacher preferred to experiment with the use of the packets when they were completed. This change was made. This was done to see if the reactions of students who had the benefits of courses with a home economics teacher would be of a nature that would indicate whether or not the newly created self-instructional materials ought to be reserved exclusively for area schools in which a home economist has not been employed on the resident staff. The number of student participants in each educational center was as follows:

Educational center	Project participants
Des Moines Comprehensive Vocational Facility, Des Moines, Iowa	21
North Iowa Area Community College, Mason City, Iowa	13
Mason City High School, Mason City Regular day school students	54
Mason City High School, Mason City Night school class	19
Total	107

Although there were more students enrolled in the groups than had been originally anticipated, not all of the 107 students completed all nine of the learning packets nor did all of them provide estimates of the appropriateness of the materials. Some indications of the response of the students is presented later in this summary. A few male students were in each group except the North Iowa Area Community College group.

Deterrents discovered: The team of graduate students and the director who created the hybrid instructional method had anticipated some difficulty in handling and mailing the packets. The unit was mailed to Mason City and there were no damages or problems. Advice from a post office official was that the most economical rate for returning the answer sheets and related information was "4th-Class--specifically labeled Testing Materials." The complete unit of nine packets remained in each school about six weeks. None of the filmstrips or film loops were damaged by students. One cassette had to be repaired by the instructor in the curriculum materials center at one of the schools.

Fewer students than was anticipated actually used the packets on an individual basis which permitted them to work at their own rate of speed. The majority

participated in groups of 11 or more at the time they viewed the films and prepared their response to the questions on the work sheets. Deterrents which appear likely to prevent the hybrid instructional method from becoming an effective one are:

- crowded classrooms, libraries, etc., which provide little privacy for self-instruction
- offering the unit to students who have already enrolled in home economics courses and studied the same subject matter previously
- failure to label the materials with conspicuous large print on each part of the various materials that belong in each packet
- inadequate instructions for operating the projectors and other mechanical equipment needed to make use of the packets
- long delays by the "master teacher" or the classroom teacher in returning the students' answer sheets and supplementary information.

Teacher participants: Several business education instructors in area vocational schools participated in the preliminary viewing of the materials before they were completed. In the earlier stages of creating the packets the business education instructors in the Marshalltown Community College, Boone Junior College, the Des Moines Comprehensive Vocational Facility and the Elsworth College, all in Iowa judged the technical quality, the appropriateness of the content and suggested improvements in the script and films. However, only four educational centers were included in the final pilot demonstration and three teachers were interviewed at the close of the unit of instruction. The night school instructor was not available for an interview but some of her ideas were directed to the team in charge of the demonstration. The concensus of the teachers regarding the uses of the instructional packets were:

- the materials were most interesting and helpful to students who were in the intended audience
- students who were engaged or already married would like to have had a longer period of time to view and review some of the materials
- the packets worked best when used by small groups of students.

Lack of space for students to have privacy to actually do independent viewing made it impossible for any student in one of the centers to work out the assignments at his own pace. The classroom situation had become more structured and more crowded during the period between the dates when tentative arrangements were made for the demonstration and the date when the audio-visual materials were ready for the classes to use them. Therefore, the instructor had to schedule a period of time in which all students in the project could view the films and work out the assignments, rather than to use the packets individually during unscheduled class periods.

Master teacher reactions: Dr. Frances Smith, Assistant Professor, Home Economics Education, served as the "master teacher" during the stage in which the hybrid instructional method was being designed and during the pilot demonstration with students in the four educational centers who

participated in the testing which took place in the spring of 1970. At the close of the correspondence aspect of this experience these were Dr. Smith's comments:

. Students may be more honest with a correspondence teacher whom they do not see face-to-face.

. It was difficult to know if my comments were understood.

. This is an interesting way to learn about what students in general are thinking, but frustrating not to know individuals.

. I really made no connection of names and sets of papers. I might work on this if I were to do this in the future and would be interested to know how students feel about the "master teacher."

The students' view: At the end of the demonstration period about two-thirds (69) of the students in the project responded to a questionnaire concerning the hybrid instructional method. A few students were interviewed to seek their opinions. However, there was no genuine consensus. Some students made statements such as these:

. She (the master teacher) raised questions which I had never thought of before.

. She pointed out important questions to ask yourself. For example, are you using all of your resources?

. The booklets she sent were helpful.

. I liked the idea of taking your time to complete the lessons.

In contrast to these positive reactions some students said that:

. Most of the "master teacher's" remarks were general and didn't help me, maybe they helped the evaluators. For example, one comment was, are you an impulse buyer?

. We had to rush to complete the lessons.

. If you didn't understand there was nobody to help you.

. She couldn't know our situation and, therefore, the replies weren't as helpful as it is when you can talk with the teacher.

It was recognized that perhaps some participants in this demonstration had completed home economics course work which included some of the concepts the self-instructional packets were designed to teach. Also, some of the individuals probably had had some practical home management experience to draw upon to prepare the replies to certain questions on the work sheets. Therefore, students were asked to indicate the kinds of information they had not known about previously. New learnings for 30 percent or more of the 69 respondents were: fixed and flexible expenses, budgeting, opportunity cost, work-simplification, impuse buying and interrelated resources. One of four, or 26 percent, of the students reporting had gained new knowledge about human resources, long and short term goals and values. About one of five, 20 percent, of

the students said that information about standards and levels of living was new to them. Copies of the various questionnaires and devices used to gain information from students concerning the materials and the method of instruction are included in the appendix.

Reactions from students were sought concerning their preference as to the size of the group they were in at the time they studied the materials. They were asked what change in the size of the group they would prefer, if they participated in this project again. Of the 69 students who responded only 4.3 percent had worked with the materials on an individual basis; 16 percent had studied in groups of 2 to 4 persons. Nearly one-fourth, 23.2 percent, had viewed the films and prepared their response to the work materials in groups of 5 to 10 persons and more than one-half, 56.5 were in groups of 11 or more persons.

There was agreement among more of the night school students about the change in size of group they would recommend than was indicated by the response of either of the other three groups. The night school students had worked with the materials in groups of 5 to 10 and all but one student in this group liked the size "just the way it was" and the one person said she "didn't like the project at all." The suggestions given by persons who studied in larger groups varied and was difficult to interpret. In one of the questions on the questionnaire the students were asked to reply with a "yes" or "no" answer whether they liked the size of the group they were in at the time they studied the home management unit. To this question 79 percent replied "yes" and 15.9 replied "no" even though more than half (56 percent) of the total students in the project had used the materials in groups of 11 or more persons.

The comments and suggestions concerning the change in the size of the groups which the students preferred, reflected the fact that the space in which the unit was presented was cramped and crowded. However, the fact that the night school students thought they preferred to study in groups, rather than to suggest independent study caused the project director to wonder whether some consideration needs to be given to a study of the characteristics of students who enroll in correspondence courses on a volunteer basis. Such a study may point out other areas that may be appropriate for correspondence courses to earn academic credit at high school or college level. Some of the comments by the night school students concerning the method of instruction seemed to indicate that these out-of-school youth would prefer the social contact which the face-to-face discussion with a classroom teacher provides rather than to study home management concepts in an environment which isolates them.

Neither the students nor their teachers had been told that in addition to the comments the "master teacher" would send back to the students, that supplementary printed leaflets would be sent to each student. This information was withheld purposely. Reactions to the bonus information, according to the interviews, indicated that none of the students had expected the "master teacher" to provide tangible guidelines to aid the students in the development of basic management concepts. The teachers and students indicated that receiving the printed booklets was appreciated and helpful. A list of the leaflets is included in the appendix. The records kept by the "master teacher" concerning which booklets were sent to the different students shows that a minimum of four different leaflets were sent to each student. In some instances five or more different leaflets were sent to the student and certain pages of the leaflets were pointed out for the student to read to aid in developing the desired concepts. The average amount of money involved in providing these materials was about 30 cents per student. Sometimes the "master teacher" suggested that the

student refer to one of the booklets she had sent to the student previously.

In Phase Two, when the hybrid instructional procedures were developed, it was ascertained from students in office and business courses in a trial demonstration with Billings, Montana students that the majority of young people in the business courses were unaware of free and inexpensive sources of authentic or reliable consumer information. Therefore, the effort was made to get some estimate of the Iowa students' views about this aspect of the instructional pattern. To provide such information without warning that it would be sent to the students was believed to be one way to get the full impact of this particular feature of the hybrid method. However, in the interview with the home economics teacher whose students participated in the project, the opinion was expressed that students might have made better use of these materials had either the student or the teacher been advised in advance that they would be provided. The business education teachers indicated that the materials were helpful; their students were surprised and pleased to receive them.

Survey of potential correspondence teachers: Lists of Iowa Home Economics Association members in each of the 99 counties were used to circulate a questionnaire to a one percent sample of the 3,404 IHEA members. Information about their major field of study, degrees earned, recency of graduation and current employment status were the criteria for selection of the sample. Copies of a questionnaire were sent to 234 persons to inquire about their interest in serving as a correspondence teacher. The Postal Service returned 25 because addresses were incorrect and 187 were returned almost fully completed.

Only 38 respondents were unemployed and also interested in employment as a correspondence teacher. Eight of the 38 had moved out of the state but were interested in such employment if administrators of area schools decided to implement this method of instruction. There were eight additional unemployed home economists who weren't sure yet whether or not they were interested in correspondence work. The available, interested respondents were located in various geographic sections of Iowa. In fact, except for Areas VI, VIII and XIV there was one or more home economist in all the Merged Areas for Community Colleges and Vocational Schools who said they were interested in part-time or full-time work as correspondence teachers. In addition, six other persons who were already doing part-time teaching said they were interested in doing the correspondence work involved in the hybrid instructional method.

Some respondents in this survey had become employed on a full-time basis after the mailing list had been completed. However, several in this group expressed interest in working as a correspondence teacher if such an opportunity were offered to them. Persons responding to this questionnaire were asked to indicate the management concepts which they thought they may need to do some refresher work to prepare themselves to teach others. A summary of their replies will be shared with the Family Environment Department staff. A copy of the questionnaire circulated in February 1970, to find out whether teachers for such an ongoing program would be available, is in the appendix.

Conclusions: Some expressions by students and teachers about the pilot use of the instructional packets seemed to indicate satisfaction with the hybrid method of providing home management instruction. Other comments pointed out frustration and dissatisfaction. In general the business education instructors

thought the unit was useful and appropriate for their students, particularly those who were engaged or recently married. Therefore, it is recommended that:

- further exploration of the use of the newly created unit--HOW WILL YOU MANAGE?--be continued by offering the unit to young adults in various types of educational centers;

- the unit of audio-visual materials be deposited at the educational center for not less than one semester so that interested persons can study them more leisurely;

- procedures be considered which encourage continueous correspondence between the "master teacher" and persons who use the packets, throughout the period these individuals are working toward completion of the unit;

- additional instructional units be created which incorporate problems more easily identified as on-the-job management tasks;

- area vocational school directors be contacted about the potential correspondence instructors available and consider possible ways to implement the hybrid instructional method.

The team that carried out this pilot demonstration project hopes other educators will create packets of instruction which enlarge upon the ideas and concepts in this first series. In addition, it is hoped that exchange services can be initiated. Teachers who may consider requesting the use of this series of instructional packets are urged to take into account the several questions concerning the audience for which the unit was intended. It will be helpful for teachers to consider these questions so that the appropriate adaptations can be planned.

- Are you teaching or assisting with instruction for students enrolled in office and business courses?

- Are you teaching or working in some other aspect of an area vocational school program?

- Are the students you teach preparing for occupations described in the Dictionary of Occupational Titles?

- Are the majority of the students with whom you work high school graduates?

- Is it customary for the students in your classes to engage in self-instructional lessons or to pursue special topics on an independent study basis?

If your reply is "No" to three or more of the questions, this series of audio-visual instructional packets was not intended for your classes. Like many other kinds of materials, perhaps, certain parts of the series can be adapted for groups other than the target group.

APPENDIX

Name of school _____

Student Reactor Sheet

YOU WERE SELECTED to view these pictures and listen to the tape recorded conversation. The purpose is to see if you think the ideas are practical and helpful to young people. Your opinion about certain technical features will be valuable also. Please comment on each question or statement listed.

A. Your opinion about the information included in the self-instructional packet

1. Were the questions presented on the screen or on the answer sheets
   _____too easy?
   _____too hard?
   _____just right?
   _____Other opinions(Specify below)

   _____

   _____

2. The question that was hardest for you to answer was concerning _____

   _____

   _____

3. Would you recommend that this self-instructional Management packet be made available for your friends or other groups to view?
   _____Yes
   _____No
   _____Other comments:

   _____

   _____

4. If your answer is "yes" indicate the groups for whom you would recommend these materials. (Check as many groups as apply)
   ____Newly married girls
   ____Engagement ring groups
   ____Unmarried fellows in school
   ____Married couples
   ____Senior high boys or girls
   ____Others (write in)

5. Were the management problems realistic enough in the presentation?
   ____Yes
   ____No
   ____Other comments: _____

   _____

   _____

B. Your opinion about certain technical features of the presentation

1. About how long did you spend viewing the pictures and answering the questions that are on the answer sheet? _____minutes.

2. Was the presentation enjoyable? _____Yes
   _____No
   _____Other comments

   _____

(Please turn to the next page.We need your ideas on a few other aspects)

Name of school _____

3. Were you annoyed when the pictures or tape recorded conversation were interrupted to ask you to answer a question? ___ Yes ___ No

4. Did you look at the pictures and listen to the tape recorded conversation with a group of students or other persons? ___ Yes ___ No

5. Did you look at the pictures and listen to the tape recorded conversation alone? ___ Yes ___ No

6. Did the questions you were asked to answer and send to the master teacher at Iowa State University help you understand more about management? ___ Yes ___ No ___ Other comments:

_____

7. What did you dislike about this means of learning about management? (Comment on any features of the self-instructional packet.) _____

_____

_____

8. What suggestions do you have for improvement? (Specify) _____

_____

9. My reactions, opinions, and suggestions apply to the set of pictures and materials in the packet titled: _____

C. Personal information. Please answer by checking the appropriate line in each column.

1. My age is between:

___ 14 - 16
___ 17 - 19
___ 20 - 22
___ 23 - 25
___ 26 - 28
___ 29 - 31
___ 32 or older

2. Marital status: (check one)

___ Single
___ Married less than one year
___ Married 1 - 3 years
___ Married 4 - 7 years
___ Married 8 - 10 years
___ Other (specify) _____

_____

3. Employment status:

Currently employed for pay

___ Yes
___ No

4. Male ___
Female ___

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50010

DEPARTMENT OF HOME ECONOMICS EDUCATION

February 20, 1970

Dear Mrs.

A number of home economists have indicated an interest in part-time professional activitv. You have been selected from this group to help analyze the enclosed material which has been prepared to assist young adults in becoming aware of some of the basic concepts involved in management and to recognize ways to apply them in managing to solve individual and family living problems.

Self-instructional educational materials relevant to management problems of the homemaker-wage earner are being prepared under the direction of Dr.Virginia Thomas, Home Economics Education Department, Iowa State University. Nine instructional packets are nearing completion. These packets include filmstrips, filmloops, audio-tapes along with work materials, questions and answer sheets for the students to complete and send their response to a correspondence teacher. These materials were prepared primarily for use with students enrolled in area vocational schools.

We are interested in identifying qualified people to become correspondence teachers. Since the idea of utilizing correspondence teachers in home economics instruction is new for us, several ways of paying the teacher for this service are being considered. Some items in the enclosed questionnaire-check sheet are concerned with possible procedures for compensation.

To give you some understanding about the responsibilities of the teacher, some information is summarized on the yellow sheet which accompanies the check sheet. Other descriptive information about the unit is included such as:

1. Title of each packet and the management concept emphasized
2. Major objectives of each self-instructional packet
3. Work materials included for the students' use
4. Duties of the correspondence teacher.

After studying the information on the yellow sheet, it will be most helpful to us if you will indicate your interest in this project by completing the check sheet. Return it in the stamped self-addressed envelope and if at all possible let us hear from you within the next two weeks or by March 10.

We appreciate your cooperation and you will receive some information about the outcomes of this survey.

Sincerely yours,

Julia Faltinson

Julia Faltinson
Associate Dean, College
of Home Economics

Encl. 2

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50010

DEPARTMENT OF HOME ECONOMICS EDUCATION

March 20, 1970

We hope you received the questionnaire sent to a selected group of home economists to identify those who may be interested in serving as a correspondence teacher. We had hoped to hear from you by March 10; however, to date your reply has not been received.

A high percentage of response is needed before the data can be tabulated. A summary of the information solicited in the questionnaire will make important contributions in planning curriculum offerings for area vocational school students. Your response is most important for this survey.

Could you return the questionnaire in the mail within the next day or two?

If you are not interested in this kind of part-time employment, we need to know that you aren't. There is a place in the questionnaire for you to advise us accordingly. Your reply is important regardless of whether you would be available or not.

It is possible that the original letter went astray in the mail and did not reach you. Therefore, another copy of the questionnaire is enclosed. After reviewing the supplementary information on the yellow sheet, it will be most helpful if you will return the questionnaire to Dr. Virginia Thomas who will summarize all the replies.

A self-addressed stamped envelope is enclosed for your convenience in responding to this request. If your completed questionnaire is already in the mail, please disregard this letter. Thank you very much for your cooperation.

Sincerely yours,

Julia Faltinson

Julia Faltinson
Associate Dean, College
of Home Economics

Encl. 3

Reply #

IOWA STATE UNIVERSITY
Department of Home Economics Education

February 1970

YOUR INTEREST AND QUALIFICATIONS AS A CORRESPONDENCE TEACHER FOR A NEW SELF-INSTRUCTIONAL AUDIO-VISUAL HOME MANAGEMENT UNIT

PART I. MAILING INFORMATION

Mark (x) to indicate your title.

11) ____ Miss
12) ____ Mrs.
13) ____ Mr.

Last name First name If married, husband's name

Street address _____ Town _____

County _____ State _____ Zip code _____

PART II. DEGREES EARNED

Mark (x) preceding each degree earned and complete other information

	Degree	Year received	Major	College or university	Your name at graduation
14) ____	Bachelor's				
15) ____	Master's				
16) ____	Doctor's				

PART III. EMPLOYMENT PRIOR TO SCHOOL YEAR 1969-70

Mark (x) to indicate each type of position you have held since graduation.

17) ____ Elementary school teacher (below 7th grade level)

18) ____ Secondary school teacher (grade 7 and/or higher)

19) ____ College teacher

20) ____ Cooperative Extension Service

21) ____ Adult class instructor

22) ____ Home Economist in Business (specify type of work or company) _____

PART IV. PRESENT EMPLOYMENT

Mark (x) opposite the item which describes your present employment status.

23) ____ Not employed for pay at the present time.

24) ____ Employed on a part-time basis. The position is _____

25) ____ Employed on a full-time basis. The position is _____

PART V. INTEREST IN BECOMING A CORRESPONDENCE TEACHER

Mark (x) opposite the statement which describes your interest at this time.

26) ____ I am interested in this kind of an opportunity. (Go on to Part VI)

27) ____ I would have time to work at it on a part-time basis. (Go on to Part VI)

28) ____ I am not interested in a position as a correspondence teacher. (Please return this questionnaire, but you need not respond to the remaining parts.)

PART VI. FEELING OF COMPETENCE TO HANDLE ASSIGNMENTS FOCUSED ON MANAGEMENT CONCEPTS

Listed below are the management concepts which the self-instructional unit is designed to help the student understand. As you read each concept, consider the probable difficulty you may experience in evaluating answer sheets from students. From the scale of figures below, write the one that most nearly describes your feeling of competence at this time.

SCALE
3 = Feel competent
2 = Could handle with some study
1 = Lacking in competence

For example, if you feel competent in handling the topic Goals, write the number 3, on the line left of this management concept. Place only one figure on each line.

Management concepts

29) ____ Resources

30) ____ Goals

31) ____ Values

32) ____ Standards

33) ____ Decision making process

34) ____ Work simplification

35) ____ Budgeting (making a spending plan)

36) ____ Opportunity cost

37) ____ Impulse buying

38) ____ Credit

39) ____ Work simplification

PART VII. POSSIBLE ORIENTATION TO SERVE AS A CORRESPONDENCE TEACHER

Mark (x) opposite the suggested type of study you might arrange to do. Check as many as apply at this time.

40) ____ Complete a correspondence self-instruction unit designed for teachers.

41) ____ Come to a one to two day workshop at Iowa State University.

42) ____ Do some assigned readings and take a test over the content. Come to the university if further help seems necessary.

43) ____ I would be willing to do some refresher study.

44) ____ I would not be willing to do any of the kinds of refresher study described above.

Other orientation possibilities. (Specify) _____

_____

_____

PART VIII. METHOD OF PAYMENT FOR SERVICES

If you were to serve as a correspondence teacher, by which of the ways listed below would you be willing to be paid. Mark (x) opposite each statement that describes your opinion at this time.

45) ____ Payment according to number of students served

46) ____ Wouldn't want payment by number of students served

47) ____ Payment on an hourly basis

48) ____ Wouldn't consider hourly wage basis

49) ____ A set part-time salary

50) ____ Wouldn't want a fixed part-time salary.

In this space and on the reverse side of the sheet, add comments about any of the items in this questionnaire. WE THANK YOU FOR YOUR REPLY.

DESCRIPTION OF THE SELF-INSTRUCTIONAL UNIT

HOW WILL YOU MANAGE is the overall title of the unit. There are nine separate learning packets in this series. Each title indicates the emphasis or management concept to be explored by the student. Anticipated outcomes and materials in each packet are described below.

PACKET NO. 1.
Title: IS THIS MANAGEMENT?

Instructional materials include:
Filmloop, tape recorded commentary and student answer sheets.

Objectives:
Be aware of the effects of poor management in daily life.

Recognize instances of poor management.

PACKET NO. 4
Title: VALUES

Instructional materials include:
Filmloop, tape recorded commentary, student answer sheets, and copies of ISU Extension Service pamphlet, HM-631, for students to analyze a case situation.

Objectives:
Comprehend the relationship between values and goals and define values.

PACKET NO. 2
Title: RESOURCES

Instructional materials include:
Filmstrip, tape recorded commentary and student answer sheets.

Objectives:
Define the term resources
Recognize categories of resources
Identify one's own resources
Analyze own resources and potential for developing or expanding resources.

PACKET NO. 5
Title: STANDARDS

Instructional materials include:
Filmloop, tape recorded commentary and student answer sheets.

Objectives:
Define the term standards
Recognize that individuals may have different standards
Differentiate between level and standards
Recognize and describe some personal standards.

PACKET NO. 3
Title: GOALS

Instructional materials include:
Filmloop, tape recorded commentary and student answer sheets.

Objectives:
Define the term goal
Set short range and long range goals
Comprehend the interrelatedness of long and short range goals.

PACKET NO. 6
Title: DECISION-MAKING PROCESS

Instructional materials include:
Filmloop, tape recorded commentary and student answer sheets.

Objectives:
Comprehend the steps in the decision-making process
Apply the decision-making process to management problems.

Continued on the reverse side. Description of Packets 7, 8 and 9.

HOW WILL YOU MANAGE series continued.

PACKET NO. 7
Title: WORK SIMPLIFICATION

Instructional materials include:
Filmloop, tape recorded commentary and student answer sheets

Objectives:
Be aware of five basic elements of work simplification.
Use work simplification techniques in specific tasks.

PACKET NO. 8
Title: DECEIVED OR DECIDED

Instructional materials include:
Filmstrip, tape recorded commentary and student answer sheets.

Objectives:
Recognize deals and bargains that are sound.
Set up and stay within a budget.

PACKET NO. 9
Title: BRIEF BUDGETING

Instructional materials include:
Filmstrip, tape recorded commentary and student answer sheets.

Objective:
Make money decisions within resources and in accord with values and goals.

NOTE: These materials were designed to supplement the instruction on personal development, time and money management which junior-community college and area vocational school business education instructors often provide for students preparing to enter secretarial or other office occupations.

RESPONSIBILITIES OF THE CORRESPONDENCE TEACHER

1. Read, evaluate and make comments on responses of each student to assignments which accompany the self-instructional packets.

2. From a list of suggested references, select those that are appropriate to supplement the comments written by you (the correspondence teacher) on the students' answer sheets.

3. Suggest additional resources the student might explore and point out local sources of information when they exist.

4. Return materials to the students within a two-week period.

5. Keep a record of the number of students served and materials sent to them.

6. Assume, with the administrator, the responsibility for the development of the budget for supplementary materials. (This year approximately 50¢ per student was spent for leaflets which the correspondence teacher sent to the students along with her comments about their answer sheets.)

Dr. Frances Smith, Home Economics Education Department, Iowa State University, is the correspondence teacher for the pilot project this semester.

SUPPLEMENTARY BOOKLETS AND OTHER INFORMATION
INCLUDED IN THE REPLIES TO STUDENTS IN THE PROJECT

Name and source of materials:

Home Management Newsletter, Vol. I, RESOURCES (HM-630)
Schwenk, Frankie N.
Iowa State University
September, 1966

Home Management Newsletter, Vol. I, VALUES AND GOALS (HM-631)
Schwenk, Frankie N.
Iowa State University
October, 1966

Home Management Newsletter, CHOICE MAKING (HM-634)
Schwenk, Frankie N.
Iowa State University
February, 1967

Curb Impulse Buying
From bulletin no. 415 "When You Buy"
Ohio State University

What Makes A Good Food Buy (Hm-372)
Graham, Jewel
Iowa State University
April, 1967

Homemaker's News; The Market At Your Front Door

Iowa State University and U.S. Dep. of Agriculture

Money Management; Your Clothing Dollar (R39-8-67)
Campbell, Sally R. and Heuer, Leone A.
Household Finance Cooperation
1967

Planning Family Spending (Bulletin 384)
Spray, Mabel
Cooperative Extension Service, Ohio State University

Paying for a College Education (HE-73)
Schwenk, Frankie N. and Ver Ploeg, Marcena
Iowa State University
February, 196

Money Management; Your Automobile Dollar (R73-9-68)
Heuer, Leone Ann
Household Finance Corporation
1968

Should You Use Credit? (PA-865)
U.S. Department of Agriculture
U.S. Government Printing Office
April 1968

Time Management; How Time Flies!
Felder, Willie F.
Kansas State University, Extension Service
October, 1965

Home Management Newsletter, RESOURCE GAP (HM-630)
Schwenk, Frankie N.
Iowa State University
September, 1966

NAME OF SCHOOL_____

CORRESPONDENCE AND PACKAGED INSTRUCTION
Some of Your "After Thoughts"

A. DID YOU LEARN SOME NEW INFORMATION, TERMS OR IDEAS ABOUT MANAGEMENT?

Information was included in each packet to describe various steps in management and to explain certain terms or concepts. Probably some of the terms had been discussed in your other courses and perhaps some information was new to you.

Check (X) the kinds of information you learned that you didn't already know about.

_____ Human resources
_____ Interrelated resources
_____ Long term goals
_____ Short term goals
_____ Level of living
_____ Standard of living
_____ Impulse buying
_____ Values
_____ Work-simplification steps
_____ Decision-making process
_____ Opportunity cost
_____ Budgeting
_____ Fixed and flexible expenses
_____ Other new information or ideas were:

_____

_____

B. WHAT WERE YOUR PREFERENCES AMONG WAYS THE INFORMATION WAS PRESENTED?

Different types of organization were used to present the information in the nine packets. Rank each of the following descriptions from 1 to 4 according to the organization which you liked best. Use 1 for the one you liked best, 2 for the one you liked next best and so on down to 4 for the one you liked least.

_____ Viewing the filmloop and listening to the tape recording as in "Is This Management?" and "Goals"

_____ Viewing the film loop alternately with listening to the tape recording as in "Standards", "Decision-Making" and "Work-Simplification"

_____ Viewing the film loop, listening to the tape recording and reading the pamphlet as in "Values"

_____ Viewing the filmstrip accompanied by the tape recording as in "Resources", "Deceived or Decided", and "Brief Budgeting"

Additional comments?

C. WHAT DID YOU THINK ABOUT THE CORRESPONDENCE TEACHER FEATURE OF THIS PROJECT?

1. The master teacher at Iowa State University sent you comments about your answers to certain questions. How would you rate this part of the instructional method?

   a. Master teacher comments were: _____ very helpful _____ somewhat helpful _____ little help _____ no help

   b.

The most helpful master teacher comments were:	The least helpful master teacher comments were:

2. The master teacher sent you some pamphlets to give additional information. How would you rate this supplementary information?

   a. Pamphlets were: _____ very helpful _____ somewhat helpful _____ little help _____ no help

   b.

The most helpful pamphlets were:	The least helpful pamphlets were:

3. You turned your master teacher answer sheet in to your teacher and received it back from her.

   a. Do you think this was an effective way to handle this correspondence?
   _____ Yes _____ No

   b. What better method would you suggest?

D. WHAT IS YOUR PREFERENCE AS TO SIZE OF GROUP TO USE THE PACKAGED INSTRUCTION?

Some students looked at the packets in large groups, others in small groups or by themselves.

a. Check (X) to tell us the size group you were in as you used the majority of the packets.

   _____ 1 person _____ 2 to 4 persons _____ 5 to 10 persons _____ 11 persons or more

   b. Did you like this size group? _____ Yes _____ No

   c. How would you want to change the group if you did this again?

For further information contact:
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Iowa Department of Public Instruction,
State Office Building,
Des Moines, Iowa 50319
or
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College of Home Economics,
Iowa State University of Science and Technology,
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